

Technology-based Lesson Plan Assignment

Purposes:

- o Develop effective systems, routines, and procedures for finding, evaluating, [organizing](#), and incorporating effective instructional strategies, meaningful materials, and supplemental resources into your lessons
- o Encourage students to experiment with a variety of instructional media and other [technologies](#) as [tools](#) for [language learning](#), personal productivity, and the development of communication skills
- o Involve students in discovering and thoughtfully framing their own questions about things
- o Develop and practice [mentoring skills](#) with students, colleagues, parents, and administrators both within and outside of a formal school setting

Instructions:

1) Identify a technology that is new to you that you'd like to learn more about.

- Audio Editing Program (Audacity, Garage Band, or Sound Forge)
- Blogging and Microblogging (Blogger, Edublogs, Tumblr, or Twitter)
- Databases/Spreadsheets (Microsoft Access, Excel, Filemaker Pro, Google Spreadsheets)
- E-mail
- Instant Messaging (AIM, Google Talk, Meebo)
- Machinima
- Mashups
- MP3 Player (such as an iPod)
- Massive Multiplayer Online Role Playing Games (MMORPGs)
- Online Creation Tools (Animoto, Flowgram, Gliffy, Pikistrips, Rubistar)
- Online Discussion Forums or Listservs
- Photo Editing Programs (Inkscape, iPhoto, Photoshop, Picnik, or Splashup)
- Photo Sharing Services (Bubbleshare, Flickr, or Photobucket)
- Podcasting (Garage Band)
- Presentation Programs (Keynote or PowerPoint)
- RSS/XML Feeds & Aggregators (Bloglines or Google Reader)
- Search Engines (Google Scholar, Technorati, or Yahoo)
- Skype (or other VOIP services)
- Social Bookmarking Sites (such as Clipmarks, CiteULike, del.icio.us, or Diigo)
- Social Networking Sites (such as Facebook, Linked In, My Space, or Ning)
- Social Software (such as Buzzword, Google Docs, Project Path)
- Video Editing Programs (Adobe Premiere, iDVD, iMovie, or Pinnacle Studio)
- Videogames
- Web Authoring Tools (Dreamweaver, Frontpage, Google Pages, Netscape Composer, NVu, or Weebly)
- Webquests
- Word Processing Programs (Microsoft Word, Pages, or Word Perfect)
- Wikis (Media Wiki, PBWiki, Wetpaint, or Wikispaces)

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- 2) Play around with the technology you have identified. Try using it to accomplish a “real” task—something you have to do anyway. Consider the following questions as you do so:
 - **Audience** - Who is the intended audience for this technology?
 - **Purpose** - What is its intended purpose? Does it make it easier for you to accomplish that purpose?
 - **Situation** - What about it is easy to figure out? Is there anything about it that is difficult?
- 3) Now think about ways that you could adapt this technology for classroom use. Consider the following questions as you do so:
 - How does what this technology is intended to do relate to the kinds of things teachers do on a daily basis?
 - How does what this technology is intended to do relate to the kinds of things that students do on a daily basis?
 - What might this technology help teachers or students to do that they couldn't accomplish as easily, as efficiently, as quickly, or as well without it?
 - What might this technology allow teachers or students to do with content that would otherwise be difficult? (For example, would it allow them to show something that before they could only talk about? Would it allow them to organize or combine information in ways that would make it easier to understand?)
 - How might this tool be used to support students' learning, talking, thinking, or working?
 - How might this tool become the foundation for a project that would motivate students while giving them substantive opportunities to develop their skills in Spanish?
- 4) Prepare a lesson plan that will help students to improve their language skills through one of the technologies you have explored—a student project would be ideal. Visit <http://teensntech.wikispaces.com> for ideas.
- 5) Come prepared to showcase your efforts in class in the form of your choice.